

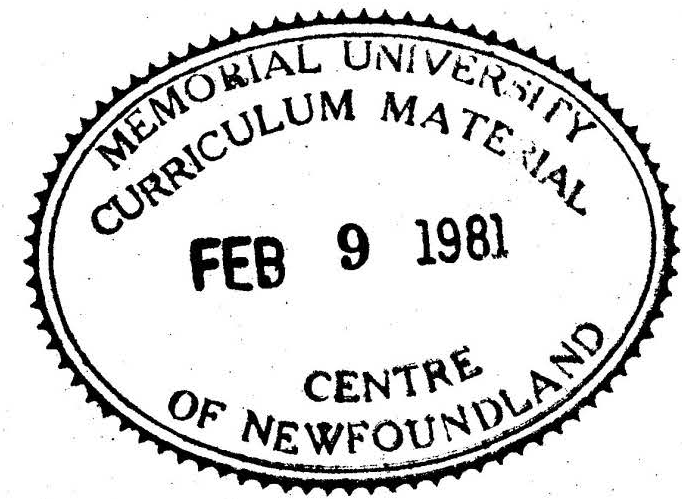


GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

FRENCH AS A SECOND LANGUAGE

COURSE DESCRIPTION

GRADE 11



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September 1980

FOREWORD

This Course Description outlines the authorized program for French as a Second Language, Grade XI. It reflects the philosophy of the Department of Education on the teaching of French at this grade level and is provided for the purpose of giving direction to teachers and School Boards.

We sincerely hope the document will be very helpful to all who use it.



LYNN VERGE,

Minister of Education

I. General Objectives of French Program

The French Program should allow each student to realize his/her potential in each of the skills of understanding, speaking, reading, and writing.

The program should also help the student to develop an awareness of the cultural heritage of the French-speaking world.

The program should foster, in the student, a positive attitude towards francophones and their language.

II. Philosophy of Instruction

Learning a language is a matter of acquiring skills. The mastery of second language skills namely listening, speaking, reading, and writing requires considerable repetition and practice. The primary aim is to provide students with sufficient practice in the basic structures and vocabulary of the French language to enable them to communicate in everyday situations, should the need arise. The order of presentation of skills is Listening, Speaking, Reading and Writing with little time lapse between them; however, the major stress is aural-oral because of the primacy of communication. The French Program is designed with the belief that English speaking students removed from the French milieu can have a feeling of achievement and a rewarding experience.

The teacher should use French as much as possible. Actual presentation of course materials should always be in the target language; but English could be used to establish a good rapport between teacher and students and to set the goals of the program.

The dialogue is to be presented as an aural-oral experience backed by pictorial interpretations. The English-French word list and expressions used in the dialogue are for those students who have not grasped the significance of some expression in its aural-oral presentation.

Meaning can be conveyed in a variety of ways: a simple comparison or synonym, a picture, a projectual, or a reference to a situation. It should be remembered that the meaning of a word is, to some extent, determined by the context in which it is used. It should also be noted that many French words have no direct English equivalents and vice versa.

Patterns of speech and their underlying grammatical rules are discovered through oral exercises. The "Le Pourquoi" section

provides the English explanation for the patterns, but is not intended to be a starting point. It merely provides the students with a reference for clarification of a language pattern already taught.

There are no "pure" translation exercises. There are exercises, however, that stress and develop word equivalents and are primarily designed to help students avoid first language/target language conflicts.

The presence of a warm, friendly atmosphere is important to successful language instruction.

III. Course Objectives

To develop an enthusiastic and constructive attitude towards French.

To develop a sense of accomplishment and security.

To develop students' communicative competence through the following skills:

Listening

{ Sound discrimination,
following specific directions,
following a speaker's ideas,
selecting main ideas from dictated passages,
enriching vocabulary by listening for precise
words in conversation or readings,
distinguishing between true/false statements.

Speaking

{ Answering questions,
asking questions,
giving information,
sharing experiences,
explaining and describing,
conversing.

Reading

{ Word attack skills,
comprehension,
fluency and speed in silent and oral reading,
expansion of vocabulary.

Writing

{ Answering questions,
forming questions,
giving information,
explaining and describing,
relating experiences,
composing short paragraphs on selected topics.

IV. Recommended Methodology

It is now generally accepted that structures and vocabulary in a French program should be:

- introduced aurally
- practiced as an oral exercise
- reinforced through recognition reading
- consolidated by written practice
- applied in creative and imaginative situations

The sequence of presentation is very important as each step reinforces the preceding one and facilitates the introduction of that which follows.

V. Course Materials

Prescribed Materials:

Pupil Texts: Passeport Français 7 (A l'Avenir)
Passeport Français (The Subjunctive)

Teacher's Packs: Passeport Français 7
Passeport Français 8 (for The Subjunctive)

Visuals: (to be made from masters in Teacher's Packs)

Tapes: Passeport Français 7 (reel-to-reel or cassette)
Passeport Français The Subjunctive (reel-to-reel or cassette)

Aventure à Oakville (Reader)

VI. Course Content

Each component of the Passeport Français course consists of:

- 1) lecture - new language patterns and vocabulary presented
- 2) modules - specific language patterns studied in detail
- 3) Un Peu de Tout - previously learned language patterns and language patterns under study combined for extra practice
- 4) Vers le Français Actif - language patterns and

vocabulary applied to true-to-life situations

VII. Supplementation

Reading

The teacher is strongly advised to select additional reading material for use in the French class. Such reading material should suit the interest and abilities of each particular class.

Culture

Except for brief mention of some aspects of culture, this important facet of language learning has been largely neglected in Passeport Français. Each teacher should integrate cultural materials at his/her disposal to enrich the language class and make learning French more meaningful.

VIII. Evaluation

Evaluation should be a continual process throughout the year. The overall testing of a course should reflect the objectives to be achieved and their relative importance in the teaching/learning situation. The French Program provides for the development of basic proficiency in the language skills: aural comprehension, oral facility, reading, and writing.

Some suggested testing techniques for each particular skill follow.

Aural Comprehension

- 1) Students hear a sentence employing one of three forms of a word listed on the students' paper. The students select the correct form.

Example: a) brosser
b) brossé
c) brossez

Students hear: Il s'est brossé les dents. They circle (b) because it is the form of the word they heard.

- 2) Students must determine whether a sentence they hear is a question, statement or a command.
- 3) Students distinguish between true/false statements. These may relate to a dialogue, be based on projects or may be general statements.

- 4) Students answer multiple choice questions. These may be individual questions based on short passages or they may relate to aspects of projectuals.
- 5) Students write a dictée.

Speaking

- 1) Students do oral work involving mastery of specific points i.e. pronunciation, elision, liaison, intonation.
- 2) Students answer short questions based on projectuals.
- 3) Students present a dialogue from memory.
- 4) Students answer relevant general questions.
- 5) Students give a short talk or describe a picture, prepared in advance.

Reading

- 1) In silent reading, students select words that have the same sounds.
- 2) Students select best answer to a question from three possible answers.
- 3) Students answer multiple choice questions on passage.
- 4) Students select multiple choice answers which involve correct sentence completions.
- 5) Students write complete answers, in French, to questions based on a passage.

Writing

- 1) Students answer multiple choice grammatical items.
- 2) Given an answer, students write the question.
- 3) Students rewrite sentences changing tenses, pronouns, plurals etc.
- 4) Students write answers to questions in French.

- 5) Students write a guided composition on a given situation.

The techniques listed under evaluation are a small sample of the numerous possibilities open to teachers in preparing their tests. Teachers should by no means restrict themselves to these but are strongly recommended to employ a variety and range of question types.

DATE DUE

JAN 18 1982

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